

New York State District Report Card Comprehensive Information Report

BEDS Code: 01-08-02-06-0000
 Name: Guilderland Central School District
 Superintendent: Gregory Aidala

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	311	339	322
First	366	351	392
Second	389	374	358
Third	433	403	375
Fourth	437	439	413
Fifth	461	468	455
Sixth	437	466	468
Ungraded Elementary	60	0	0
Seventh	484	452	472
Eighth	444	487	456
Ninth	489	478	509
Tenth	499	478	475
Eleventh	449	486	455
Twelfth	408	443	495
Ungraded Secondary	0	0	0
Total K-12 Enrollment	5667	5664	5645

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	221	3.9%	259	4.6%	338	6.0%
Black (Not Hispanic)	179	3.2%	191	3.4%	194	3.4%
Hispanic	70	1.2%	73	1.3%	108	1.9%
White (Not Hispanic)	5197	91.7%	5141	90.8%	5005	88.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	18	19
Common Branch	20	20	20
English Grade 8	24	24	25
Mathematics Grade 8	23	24	23
Science Grade 8	23	24	23
Social Studies Grade 8	25	24	23
English Grade 10	22	21	22
Mathematics Grade 10	23	20	22
Science Grade 10	21	20	19
Social Studies Grade 10	20	21	22

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	98	1.7%	97	1.7%	111	2.0%
Eligible for Free Lunch	174	3.3%	147	2.8%	181	3.4%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.4%		95.9%		95.8%
Student Suspensions	90	1.6%	118	2.1%	87	1.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	1.8%	1.8%	1.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	454
Total Other Professional Staff	76
Total Paraprofessionals	199
Teaching Out of Certification*	3

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	336	371	397
	Regents Diplomas	272	304	384
	% Regents Diplomas	81%	82%	97%
	Regents Diplomas with Advanced Designation**			304
	% Regents Diplomas with Advanced Designation			77%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	34	44	28
	Regents Diplomas	7	9	19
	% Regents Diplomas	21%	20%	68%
	Regents Diplomas with Advanced Designation**			5
	% Regents Diplomas with Advanced Designation			18%
	IEP Diplomas or Local Certificates	6	10	7
All Students	Total Graduates*	370	415	425
	Regents Diplomas	279	313	403
	% Regents Diplomas	75%	75%	95%
	Regents Diplomas with Advanced Designation**			309
	% Regents Diplomas with Advanced Designation			73%
	IEP Diplomas or Local Certificates	6	10	7

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	295	82	4	2	9	0	0	5
	Percent	74%	21%	1%	1%	2%	0%	0%	1%
Students with Disabilities	Number	7	20	1	0	0	0	0	0
	Percent	25%	71%	4%	0%	0%	0%	0%	0%
All Students	Number	302	102	5	2	9	0	0	5
	Percent	71%	24%	1%	0%	2%	0%	0%	1%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	19		23	1.4%	21	1.2%
	Entered GED Program*	5		2	0.1%	3	0.2%
	Total Noncompleters	24		25	1.5%	24	1.4%
Students with Disabilities	Dropped Out	3		6	2.5%	3	1.2%
	Entered GED Program*	0		3	1.3%	1	0.4%
	Total Noncompleters	3		9	3.8%	4	1.6%
All Students	Dropped Out	22	1.2%	29	1.5%	24	1.2%
	Entered GED Program*	5	0.3%	5	0.3%	4	0.2%
	Total Noncompleters	27	1.5%	34	1.8%	28	1.4%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	1193	1206	1181
	Number of Students with Disabilities	172	199	215
	Number of All Students	1365	1405	1396
	Percent of Enrollment	99%	100%	100%
9-12	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	104	99%	110	99%	97	100%
German	41	98%	44	95%	23	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	245	99%	285	91%	251	98%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	0	0%	7	100%
German	0	0%	0	0%	3	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	60%	0	0%	15	100%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	2	#	0	0%
Science	0	0%	2	#	0	0%
Reading	4	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	32	94%	3	#	0	0%
U.S. Hist & Gov't	0	0%	5	100%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	24	75%	25	80%	27	48%
Science	25	48%	13	23%	15	20%
Reading	1	#	8	75%	11	64%
Writing	5	100%	7	100%	15	87%
Global Studies	34	62%	14	29%	17	12%
U.S. Hist & Gov't	6	67%	11	45%	13	31%

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	447	480	450	59	44	49
Number Scoring 55-100	427	472	441	45	37	41
Number Scoring 65-100	411	458	428	39	30	31
Number Scoring 85-100	262	334	278	7	5	8
Percentage of Tested Scoring 55-100	96%	98%	98%	76%	84%	84%
Percentage of Tested Scoring 65-100	92%	95%	95%	66%	68%	63%
Percentage of Tested Scoring 85-100	59%	70%	62%	12%	11%	16%
Mathematics A						
Number Tested	549	202	514	53	32	64
Number Scoring 55-100	525	199	504	42	29	55
Number Scoring 65-100	490	190	487	35	24	46
Number Scoring 85-100	191	106	254	11	0	11
Percentage of Tested Scoring 55-100	96%	99%	98%	79%	91%	86%
Percentage of Tested Scoring 65-100	89%	94%	95%	66%	75%	72%
Percentage of Tested Scoring 85-100	35%	52%	49%	21%	0%	17%
Mathematics B						
Number Tested	292	722	382	9	28	13
Number Scoring 55-100	249	688	316	6	26	9
Number Scoring 65-100	206	634	261	3	21	3
Number Scoring 85-100	58	260	68	0	5	0
Percentage of Tested Scoring 55-100	85%	95%	83%	67%	93%	69%
Percentage of Tested Scoring 65-100	71%	88%	68%	33%	75%	23%
Percentage of Tested Scoring 85-100	20%	36%	18%	0%	18%	0%
Global History and Geography						
Number Tested	449	470	472	40	48	56
Number Scoring 55-100	440	461	456	31	45	43
Number Scoring 65-100	433	450	434	28	42	30
Number Scoring 85-100	306	314	304	10	14	10
Percentage of Tested Scoring 55-100	98%	98%	97%	78%	94%	77%
Percentage of Tested Scoring 65-100	96%	96%	92%	70%	88%	54%
Percentage of Tested Scoring 85-100	68%	67%	64%	25%	29%	18%
U.S. History and Government						
Number Tested	446	462	451	58	38	46
Number Scoring 55-100	441	454	438	53	33	37
Number Scoring 65-100	431	443	424	50	28	31
Number Scoring 85-100	322	370	345	16	15	18
Percentage of Tested Scoring 55-100	99%	98%	97%	91%	87%	80%
Percentage of Tested Scoring 65-100	97%	96%	94%	86%	74%	67%
Percentage of Tested Scoring 85-100	72%	80%	76%	28%	39%	39%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	502	476	483	64	64	62
Number Scoring 55-100	482	461	465	50	52	53
Number Scoring 65-100	463	437	444	34	39	39
Number Scoring 85-100	202	203	228	7	9	3
Percentage of Tested Scoring 55-100	96%	97%	96%	78%	81%	85%
Percentage of Tested Scoring 65-100	92%	92%	92%	53%	61%	63%
Percentage of Tested Scoring 85-100	40%	43%	47%	11%	14%	5%
Physical Setting/Earth Science						
Number Tested	383	434	426	15	18	21
Number Scoring 55-100	376	429	421	14	17	21
Number Scoring 65-100	364	415	409	12	16	20
Number Scoring 85-100	263	246	239	8	6	9
Percentage of Tested Scoring 55-100	98%	99%	99%	93%	94%	100%
Percentage of Tested Scoring 65-100	95%	96%	96%	80%	89%	95%
Percentage of Tested Scoring 85-100	69%	57%	56%	53%	33%	43%
Physical Setting/Chemistry						
Number Tested	343	401	352	11	11	9
Number Scoring 55-100	339	400	348	11	11	8
Number Scoring 65-100	299	364	335	10	11	8
Number Scoring 85-100	78	95	90	1	2	3
Percentage of Tested Scoring 55-100	99%	100%	99%	100%	100%	89%
Percentage of Tested Scoring 65-100	87%	91%	95%	91%	100%	89%
Percentage of Tested Scoring 85-100	23%	24%	26%	9%	18%	33%
Physical Setting/Physics						
Number Tested		181	160		3	3
Number Scoring 55-100		177	154		#	#
Number Scoring 65-100		164	146		#	#
Number Scoring 85-100		65	75		#	#
Percentage of Tested Scoring 55-100		98%	96%		#	#
Percentage of Tested Scoring 65-100		91%	91%		#	#
Percentage of Tested Scoring 85-100		36%	47%		#	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	92	89	85	0	0	0
Number Scoring 55-100	92	89	85	0	0	0
Number Scoring 65-100	92	89	85	0	0	0
Number Scoring 85-100	71	72	69	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	77%	81%	81%	0%	0%	0%
Comprehensive Italian						
Number Tested	14	17	15	0	1	1
Number Scoring 55-100	14	17	15	0	#	#
Number Scoring 65-100	14	17	15	0	#	#
Number Scoring 85-100	6	9	3	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	43%	53%	20%	0%	#	#
Comprehensive German						
Number Tested	26	35	34	0	1	0
Number Scoring 55-100	26	35	34	0	#	0
Number Scoring 65-100	26	35	34	0	#	0
Number Scoring 85-100	20	28	30	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	77%	80%	88%	0%	#	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	174	224	216	2	1	1
Number Scoring 55-100	173	224	216	#	#	#
Number Scoring 65-100	173	223	215	#	#	#
Number Scoring 85-100	138	174	181	#	#	#
Percentage of Tested Scoring 55-100	99%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	99%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	79%	78%	84%	#	#	#
Comprehensive Latin						
Number Tested	0	1	0	0	1	0
Number Scoring 55-100	0	#	0	0	#	0
Number Scoring 65-100	0	#	0	0	#	0
Number Scoring 85-100	0	#	0	0	#	0
Percentage of Tested Scoring 55-100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	#	0%	0%	#	0%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	396	1%	1%	33%	65%
	Students with Disabilities	62	6%	10%	65%	19%
	All Students	458	1%	2%	38%	59%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	388	0%	12%	62%	27%
	Students with Disabilities	63	5%	33%	60%	2%
	All Students	451	1%	15%	61%	23%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	4	0	#	#	#	#
Middle Level						
Social Studies	3	2	#	#	#	#
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	0	#	#	#	#

2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	416	416	416	50	50	50	466	466	466
Number Scoring 55–64	2	4	1	3	5	3	5	9	4
Number Scoring 65–84	101	58	148	10	12	28	111	70	176
Number Scoring 85–100	286	348	265	10	18	7	296	366	272
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		12	23		0	0
Beginning		2	2		0	0
Intermediate		1	2		0	0
Advanced		7	8		0	0
Proficient		2	11		0	0
Reading and Writing (Grade K-1)						
Number Tested		12	23		0	0
Beginning		2	6		0	0
Intermediate		5	11		0	0
Advanced		4	2		0	0
Proficient		1	4		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		14	15		0	0
Beginning		0	0		0	0
Intermediate		1	3		0	0
Advanced		4	6		0	0
Proficient		9	6		0	0
Reading and Writing (Grade 2-4)						
Number Tested		14	15		0	0
Beginning		1	1		0	0
Intermediate		3	4		0	0
Advanced		7	4		0	0
Proficient		3	6		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		7	6		0	0
Beginning		0	0		0	0
Intermediate		1	2		0	0
Advanced		2	2		0	0
Proficient		4	2		0	0
Reading and Writing (Grade 5-6)						
Number Tested		7	6		0	0
Beginning		0	1		0	0
Intermediate		2	1		0	0
Advanced		3	1		0	0
Proficient		2	3		0	0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		19	14		0	1
Beginning		0	0		0	#
Intermediate		2	0		0	#
Advanced		9	6		0	#
Proficient		8	8		0	#
Reading and Writing (Grade 7-8)						
Number Tested		19	14		0	1
Beginning		1	0		0	#
Intermediate		5	2		0	#
Advanced		9	2		0	#
Proficient		4	10		0	#
Listening and Speaking (Grade 9-12)						
Number Tested		27	29		0	0
Beginning		1	1		0	0
Intermediate		5	10		0	0
Advanced		9	13		0	0
Proficient		12	5		0	0
Reading and Writing (Grade 9-12)						
Number Tested		27	29		0	0
Beginning		0	0		0	0
Intermediate		7	8		0	0
Advanced		19	9		0	0
Proficient		1	12		0	0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)